



# Model Lesson Plan

## Social Studies

### Grade 5 - Topic 2 - Quality of Information: Point of View and Bias

#### Stage 1 - Desired Results

##### Established Goals:

- Students will assess the quality of information, especially the embedded values of the author, in a piece of historical fiction. [GLE 5.1.2]
  - This lesson also contributes to GLE 5.2.2: Identify stereotypes of Indian people based on perceived group characteristics, and know the misconceptions.
  - This lesson also contributes to Library Media 1, B 8.4
- Students will utilize a new critical reading skill to assess information quality—they will read to detect bias in historical fiction. RDG 5, B 8.3; GLE 5.j

##### Understandings:

- People view and report historical events differently. [GLE 5.2]
- Sometimes an author may write from a point of view that shows a bias towards an individual or a group. The bias shown may be unintended, but its effects can be negative. [GLE 5.2.2]
- Sometimes Indian people have been stereotyped or described in a negative way; such biased points of view give misinformation and create misconceptions. [GLE 5.2.2]
- Students can assess the quality of information in any piece of writing for bias and its effects. Good readers assess information quality every time they read. [RDG 8 B 8.5]

##### Essential Questions:

- What is meant by “quality of information”?
- What do you think is meant by “embedded values of the author”?
- What points of view are shown in this piece of literature? What is meant by author’s point of view?
- What is bias? What biases are shown here? What are stereotypes? Are there any in this selection? If so, what are they?
- What other points of view are left out? How can the reader tell what has been left out?
- What misconceptions and/or biases can you spot in this story? Are these negative? Positive in nature? How do these misconceptions/biases/stereotypes limit understanding of Indian identity?
- On a scale of 1 to 10 (with 10 being the indicator for excellent information) how would you score the “quality of information” in this story? Why?
- If quality of information is the most important element to be considered in this lesson, how could the author improve the story?

##### *Students will know...*

##### *Students will be able to...*

- Define quality of information and give an example from the story.
- Define what is meant by “author values” as these are shown in the story.
- Research the author’s background to determine the person’s validity in writing about the particular topic. In this selection, does the author appear to have appropriate information and background to write appropriately about the topic?
- Define bias and show examples from the selection, and/or, give examples of stereotypes found in the selection
- List other groups and individuals in the story who probably have other points of view, and explore these points of view.
- Evaluate the quality of information given in this selection, based on what they have learned about bias, point of view, stereotypes, and their effects.



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### Stage 3 - Learning Plan

#### Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work.
- H= Teacher and students discuss the big ideas and Essential Questions. These Essential Questions may have more than one answer, depending on viewpoints expressed.
- E= Teacher guides discussion and analytic activities, ensuring that students as a group, and in discussion, (a) identify factual errors, (b) point of view given, (c) points of view left out. In a second discussion, review what students have learned, before having students (d) identify possible biases and stereotypes in the story; finally, students (e) critique author's background.
- R= Students offer their own opinions, based on their investigation of the author and story elements; they discuss their findings with other learners; the purpose is to learn more, and where necessary, revise their efforts, based on their understandings.
- E= Students evaluate their own findings, based on what the class as a whole has determined. Each should write or tell their opinion in a reflection of what they have learned about determining the quality of information in a story. (If written, this can be in a journal, or in their notes—but it should be retained by the student as a part of their work efforts on this assignment).
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should listen to the story, and could be paired with others, based on their different needs and abilities. The IEP guides selection of the student's assignment.
- O= Students will complete the activities in two class periods (about 50 minutes each); this should keep student engagement and learning high. Discussion (Essential Questions, initially, and ensuing discussion may take one other class period). Extend the information they have learned to their personal reading (their library selections, for example).

#### Vocabulary/Concepts:

- New: bias, embedded values, author's values, misconception, information quality.
- Review: fiction, stereotype(s) accuracy in information,

#### Literature/Material critiqued:

- Seaman's Journal: On The Trail With Lewis and Clark By Patricia Reeder Eubank.



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### Teacher Background

- **MONTANA CONNECTION:** Seaman's Journal takes the reader through Montana, using tribes and locations which make this a good book to use.
- This lesson builds on lessons which begin in grade one, when students learn how to identify fact and fiction. In grade two, students continue to learn to identify fact, fiction, and start to learn about accuracy as related to stories. In grade three, students begin evaluating the quality of information (e. g., accuracy, relevance, fact or fiction) in group discussions and individually. In grade 4 students continue to evaluate information quality, and learn that people view and report historical events differently. In grades 5 and 6 students continue to hone their skills regarding quality of information. By grades 7/8 students are ready to extend their understanding about the quality of information and its intended and unintended effects when misconceptions, false information, bias, stereotypes and the like are perpetuated.
- The portrayal of American Indians in curriculum to this point has been presented from a particular perspective, but not usually the perspectives of American Indians.
- Personal identity and tribal identity suffer when stereotypes, biases, and distorted points of view are present, even when these are unintended.
- Teachers should utilize the background knowledge of students to identify what they already know about quality of information, stereotypes, and bias.
- Utilize the definitions included with this lesson, carefully defining these and ensuring that students know the vocabulary and concepts. Students may be able to give examples of bias from their own experiences.
- Introduce the selection, and explain that this is a selection which requires their critical reading skills. This selection is being utilized because it presents an opportunity to learn how to assess quality of information—a valuable, critical reading skill.
- This could take a few class periods. Ideally, the grade 5 teacher should plan to utilize the 90 minutes of reading, and also the social studies time for the day; time to think and respond maximizes the impact of this lesson.
- Ensure that students discuss and then write their individual responses, using complete sentences. Time for reflection is essential.
- Talk about other books in the library that can be used to hone these skills. Make sure that you have alerted the librarian or your library service so that books can be reserved for student check out.

### Essential Understanding 6:

(OPI / Indian Scholars Collaboration)

Much of our history has been told from one perspective. Only until very recently have American Indians begun to write about and retell history from an Indigenous perspective.

Books such as *Lies My Teacher Told Me* by Loewen expose the underlying bias that exists within much of our history curriculum by leaving certain voices out of the stories. In examining current curriculum content it is important to keep the following in mind:

Children's history books use terms such as "westward expansion" and "Manifest Destiny" to describe what would be more accurately called ethnic genocide. These Books alternately portray Indians as "noble savages," "faithful Indian guides," or "sneaky savages" who lead "ambushes" and "massacres" while in contrast, cavalymen fight "brave battles." These books propagandize the "glory and honor" of taking land and oppressing native people for European purposes that are portrayed as holy and valid [Loewen 1996].

## Stage 2 - Assessment Evidence

### Performance Tasks:

- Students research an author's background experiences to determine whether they are qualified writers on the particular topic or subject. They apply the steps of an inquiry process, especially as they locate and evaluate author information, and gather and synthesize the information. [GLE 5]
- Students know the characteristics of quality of information, and utilize these as they read a story. They detect bias, stereotypes, in selections, and articulate other possible points of view. [GLE 7/8:2]
- Students self regulate their own reading performance, and know how/when to evaluate for quality of information and bias. [RDG 2, GLE 7/8: 4.5.
- Students identify biases which contribute misinformation in the selection; they identify other possible points of view (for example, Indigenous perspectives) which were left out of the selection.

### Other Evidence: